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UC-NRLF



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*The
Art-Literature
Readers
A Primer*



Eulalie Osgood Grover

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The
Art-Literature Readers
—
A Primer



A MOTHER AND CHILD

The Art-Literature Readers

A Primer

BY

EULALIE OSGOOD GROVER

Author of "The Sunbonnet Babies' Primer"



ATKINSON, MENTZER & GROVER

BOSTON

NEW YORK

CHICAGO

DALLAS

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PUSS IN BOOTS
M750305

Paton



WIDE AWAKE

Adam

THREE LITTLE KITTENS.

One little kitten.

Two little kittens.

Three little kittens.

I see three little kittens.

One kitten says, "Meow!"
Two kittens say, "Meow!"
Three kittens say, "Meow!"
Three little kittens say,
 "Meow, meow, meow!"

One kitten runs.
Two kittens run.
Three kittens run.
Three little kittens
 run, run, run.

One kitten plays.
Two kittens play.
Three kittens play.
Three little kittens
 play, play, play.

THE BUTTERFLY.

One little butterfly.

Two little kittens.

The kittens see the butterfly.

The butterfly sees the kittens.

The kittens say,

“We see a butterfly.”

The butterfly says,

“I see two kittens.”

The kittens say,

“Come, come, little butterfly.”

The butterfly says,

“No, no, little kittens.”

One little butterfly.

Two little kittens.



CURIOSITY

Adam



FOUR LITTLE SCAMPS ARE WE

Adam

FOUR LITTLE SCAMPS ARE WE.

One, two, three, four kittens.

We are four little kittens.

We are four little scamps.

Are you little scamps?

One, two, three, four little scamps.

One little kitten can run.
Two little kittens can run.
Three little kittens can run.
Four little kittens can run.

One little scamp can play.
Two little scamps can play.
Three little scamps can play.
Four little scamps can play.

Kittens are little scamps.
I see four little scamps.
Can you see four scamps?
Can you see four kittens?

One little scamp says,
“Meow, meow, meow!
I can see you.
Can you see me?”

PLAYING PEEK-A-BOO.

We are little kittens.

We are four little kittens.

We can run.

We can play.

We play Peek-a-boo.

Can you play Peek-a-boo?

We say, "Peek-a-boo, mother!"

Mother says, "Peek-a-boo!"

I can find you.

I see one little kitten.

I see two little kittens.

I see three little kittens.

I see four little kittens."

Mother can find four little kittens.

We can find mother.

Can you?



THE CAT FAMILY

Adam

Find four little kittens.
Find the kittens' mother.
What do the kittens play?
What do the kittens say?
The kittens say, "Meow, meow!
We can play Peek-a-boo.
We can see you. Meow, meow!"

THE BABY PLAYS PEEK-A-BOO.

Peek-a-boo!

I see you.

Can you see me?

I am hiding.

I am hiding behind mother.

I am hiding behind the chair.

Mother sees me.

Mother can find me.

Can you find me?

“Peek-a-boo,

I see you,

Hiding behind the chair.

Peek-a-boo,

I see you,

I see you hiding there.”



WHERE AM I?

Beyschlag



PLAYING BALL

Dvörak

PLAYING BALL.

We are playing ball.
One, two, three, play!
See the balls go up.
See the balls go down.
Up and down.
Up and down.
The balls go up and down.

WHAT CAN YOU FIND?

Can you find two kittens?

Can you find a butterfly?

What do the kittens say?

The kittens say, "Meow, meow!

Come, come, little butterfly."

The butterfly says,

"No, no, little kittens."

The butterfly says,

"Kittens are little scamps."

Kittens can play Peek-a-boo.

Kittens can play ball.

The balls go up and down.

Can butterflies play Peek-a-boo?

Can you play Peek-a-boo?

Can you play ball?



MISS BOWLES

Reynolds

MY DOG.

I like my dog.
My dog likes me.

I say, "Hide, little dog."

My little dog hides.

I say, "Peek-a-boo, little dog."

My little dog says, "Bow-wow!"

I say, "Run, little dog."

My little dog runs.

I say, "Come, little dog."

My little dog comes.

I say, "Find me, little dog."

My little dog finds me.

I say, "Good dog, good dog!"

My dog says, "Bow-wow,
bow-wow!"

I like my dog.

My dog likes me.



THE CHERRY GIRL

Russell

THE CHERRY GIRL.

“Cherries ripe, cherries ripe!
Who will buy my cherries ripe?”

Cherries ripe, cherries ripe!
I will buy your cherries ripe.”

See the little cherry girl.

See the ripe cherries.

The little girl says,

“Cherries, cherries!

Buy my cherries.

I have ripe cherries.

I have good cherries.

Do you like ripe cherries?

You will like my cherries.

I know you will.

Will you buy?

Will you buy my cherries?”

“Cherries ripe, cherries ripe!

Who will buy my cherries ripe?

Cherries ripe, cherries ripe!

I will buy your cherries ripe.”



MOVING DAY

Lengo

THE CHICKENS.

How do you do?

We are chickens.

One, two, three, four, five, six.

We are six little chickens.

Three chickens have run away.

We will run away, too.

Peek-a-boo!

One, two, three, four, five, six
little chickens.

One little chicken says,
“How do you do?”

And one little chicken says,
“We like you.”

And one little chicken says,
“Here we come.”

And one little chicken says,
“See me run.”

And one little chicken says,
“Peek-a-boo.”

And one little chicken says,
“How do you do?”

WHAT IS IT?

“Come, little brother.
I want to have a run,”
said one little chicken.

“And I want to have a run,”
said the little brother chicken.

“We will run and run and run.
We will see what we can find,”
said the two little chickens.

“I see a butterfly,”
said one little chicken.

“I see a kitten,”
said the little brother chicken.

“I see a dog,”
said one little chicken.



YOU'RE NO CHICKEN

Paton

“Come here, come here!”
said the little brother chicken.
“I see something queer.
It is not a butterfly.
It is not a kitten.
It is not a dog.
It is not a chicken. What is it?”

THE LITTLE BOY KNOWS.

“I know what you are,”

said a little boy.

“You are a toad.

The chickens do not know you.

They have run away.

They think you are queer.

I think the chickens are queer.

They will not play with me.

They run away.

I am not queer, am I?

I am a boy.

Boys are not queer.

Boys like to play.

Do toads like to play?

Will you play with me?

Do not run away, little toad.”



WILL YOU PLAY WITH ME?

Peel

THE BUTTERFLIES HAVE COME.

The butterflies have come.

The birds have come.

The flowers have come.

Can you find a butterfly?

The little boy can find one.

Can you find a bird?

There is one up in the tree.

Can you find the bird's house?

The little bird can find it.

The house is in the tree.

Can you find some flowers?

The little girl can find some.

The little boy and girl say,

“We like the flowers.

We like the butterflies.

We like the birds.”



SPRINGTIME HAS COME AGAIN

Beyschlag

THE BABY BIRDS.

See the two baby birds.
They are in a nest.
The nest is in a little tree.
Can you see the baby birds?
The mother bird is away.
She will find something to eat.
She will find something good.

One little bird is saying,
 "Cheep, cheep!
 I want something to eat."
And one little bird is saying,
 "Cheep, cheep!
 I want my mother."
The two baby birds are saying,
 "Come, mother, come.
 We want something to eat.
 Cheep, cheep, cheep!"



IN THE WOOD

Gardner

UP AND DOWN.

Up, Baby, up!

Down, Baby, down!

How do you like to go up, Baby?

How do you like to go down?

What are you saying, my Baby?

What do you see?

Do you see the birds?

Do you see the flowers?

Do you see the trees?

Do you see your mother?

Do you see your little brother?

Here we go up, here we go down.

Up with the birds.

Down with the flowers.

Up in the tree.

Down to your mother.

Here we go up and down.



MOTHER'S PRIDE

Beyschlag

FIND THE PICTURES.

1. I can find five girls and boys.
They are playing ball.
2. I can find a little girl.
She has a good dog.
3. I can find a Cherry Girl.
She has some ripe cherries.
4. I can find three chickens.
The chickens say, "Peek-a-boo."
5. I can find two chickens.
They see a queer toad.
6. I can find a little boy.
He sees the toad, too.
7. I can find another boy.
He sees a butterfly.
8. I can find a baby.
He likes to go up and down.
9. I can find two birds in a nest.
Can you find the nest for me?

WHAT THEY SAY.

The little girl says, "Good dog!"

The dog says, "Bow-wow!"

The kitten says, "Meow, meow!"

The Cherry Girl says,

"Cherries ripe, cherries ripe!

Who will buy my cherries ripe?"

The little boy says,

"I like toads.

I like butterflies. I like birds."

The baby says,

"See me go up, up, up!

See me go down, down, down!"

The chickens say, "Look, look!

Here we come.

We can run."

The baby birds say,

"Cheep, cheep!

We want something to eat."



LEARNING A, B, C.

Defregger

LEARNING A, B, C.

See this little girl.

She is saying something.

Do you know what she is saying?

I think I know what it is.

I think she is saying this,

“Here’s A, B, C,

D, E, F, G,

H, I, J, K,

L, M, N, O, P,

Q, R, S, T,

U and V,

And O, dear me!

When shall I learn

My A, B, C?”

Do you think the little girl likes
to say it?

When will she learn to say it all?

See the little girl's brother.
He knows what she is saying.
He wants to say it, too.
He says, "I say that in school.
I can say it for you.

Here's A, B, C,
D, E, F, G,
H, I, J, K,
L, M, N, O, P,
Q, R, S, T,
U, V, W, X,
Y and Z,
And don't you see
That I have learned
My A, B, C?"

The brother likes to say it.
I know he does.
He learned it all in school.

ABOUT THE PICTURE.

Find the little girl's father.
Find the little girl's mother.
What is the little girl doing?
What is her father doing?
What is her mother doing?
What is her brother doing?
They live far, far away.
They live in a little house.
Do you see it in the picture?
Is it like your house?
This little girl wants to learn.
She wants to go to school.
She will go with her brother.
She is learning to say, A, B, C.
Her brother can say it.
He says it for her.
He goes to school.



IN WHICH HAND?

Meyer von Bremen

IN WHICH HAND?

See this little boy and girl.
They live far away, too.
See the mother.
She is a good mother, I know.
They are having a good time.
The mother is saying something.
What do you think she is saying?
I think she is saying,
 “Come here, come here!
 I have something in my hand.
 I am hiding it behind me.
 It is something good.
 It is something to eat.
 Do you want it, little girl?
 Do you want it, little boy?
 Tell me in which hand it is.
 The one who tells me
 shall have it.”

Just see the little girl!
She is thinking and thinking.
This is what she is thinking:
 “Mother has something good.
 It is in her hand.
 She is hiding it behind her.
 She says it is good to eat.
 I want it! Oh, I want it!
 Is it in this hand?
 Is it in that hand?
 Oh, dear! In which hand is it?”

The little boy wants it, too.
He says, “I know, mother!
 I know in which hand it is.
 It is in this hand.
 It is behind your chair.
 I know, I know!
 So let me have it, mother.”

ABOUT THE PICTURE.

Whom do you see
in the last picture?
Can you see what the mother has?
What does it look like?
In which hand is it?
Will the little girl have it?
Will the little boy have it?
Is it good to eat?
What have they just been doing?
What have they been eating?
What makes you think so?
Do you see the sunshine?
How does the sunshine come in?
Can you see a window?
How do you know there is a
window?
Tell what you see in the house.
Does it look like your house?

ABOUT A LITTLE GIRL AND BOY.

I know a little girl.

I think you know her, too.

She has a brother.

She has a father.

She has a mother.

They live in a little house.

I think it is a queer house.

It has a queer little window.

Can you find a picture
of the house?

The little girl is saying something.

Do you know what she is saying?

Tell what it is.

Can the little boy say it, too?

Does the little boy go to school?

Does the little girl go to school?

Do you go to school?

ABOUT ANOTHER GIRL AND BOY.

I know another little girl.
I know another little boy.
They live in a queer house, too.
They have a mother.
I think they have a father.
The father is not in the picture.
He is not in the house.
The mother has something good.
She is hiding it behind her.
Can you see it?
Do you know what it is?
What is the mother saying?
What is the little girl thinking?
What is the little boy saying?
Does he know in which hand it is?
Do you see a window
 in the picture?
Can you see the sunshine?



WHO WILL BUY A RABBIT?

Meyer von Bremen

THE LITTLE RABBIT GIRL.

Look at this picture.

I will tell you about it.

A little boy is going to school.

He sees a girl with some rabbits.

He runs to her.

A baby boy has a big sister.

They are having a good run.

They see the girl with the rabbits.

They run to her.

Two little girls are playing.

They are playing in the sunshine.

They see the girl with the rabbits.

They run to her.

They all run to the little girl.

They all say, "Look, look!

Just look at the rabbits!

Look at the baby rabbits!"

Look at the last picture again.
Do you see two little boys?
Do you see four little girls?
Do you see six boys and girls?
One little girl has a basket.
Four rabbits are in the basket.
There is a mother rabbit.
And there are three baby rabbits.
Can you see them all?
What are the two little girls
doing?
What is the big sister doing?
What is the baby boy doing?
Can you see what he is eating?
Is he having a good time?
Where is the other boy going?
What makes you think
he is going to school?
What are they all saying?

The little Rabbit Girl says,
“Just see my rabbits!
Who will buy a baby rabbit?”

The big sister says,
“I will buy a rabbit.
I will buy one for my baby
brother.”

The little boy says,
“I will buy a rabbit.
I will buy one for my mother.”

The two little girls say,
“We will buy a rabbit.
We want to play with it.
Dear little rabbit!
Here is some bread to eat.
Here is some grass to eat.
Oh, we will buy a rabbit!”

A QUEER RABBIT.

There was a little lass,
Who sat on the grass,
Eating her bread and milk;
There came a big rabbit,
Who said, "Let me have it.
I like to eat bread and milk."

The little lass said, "Oh, no!
Go away, big rabbit!
Go away!
You cannot have my bread
and milk.

Go and eat some grass.
Rabbits like grass.
Little girls don't like grass.
You are a queer rabbit.
This is my bread and milk.
Go away! Go away!"



BOTH ASTONISHED

Beyschlag

BIRTHDAY MORNING.

Good morning, Baby.
This is your birthday.
This is your birthday morning.
You are mother's big boy now.
See your playthings, Baby.
Just see your playthings.
They are on the chair.
You have three little houses.
The houses are from your sister.
You have a little horse.
The horse is from your brother.
You have a little cart.
The cart is from your father.
You have some flowers.
The flowers are from your mother.
They are your birthday flowers.
Oh, what a big boy you are!



BIRTHDAY MORNING

Meyer von Bremen

ABOUT THE PICTURE.

Look at the picture of "Birthday Morning."

Look at it a long time.

Do you like the picture?

Whom do you see in it?

Tell what playthings the baby has?

Where are the playthings?

Have you a chair like this one?

What is in the baby's hand?

Tell all you see in the house.

Does it look like your home?

Is it morning?

What makes you think so?

Is the sun shining?

Can you see the sunshine?

Can you see the window where
the sunshine comes in?

Where do you think
the window is?

SOMETHING TO TELL.

1. Tell what a little girl had
in a basket.
2. She had four rabbits in a basket.
1. Tell what the little girl said.
2. The little girl said,
“Who will buy a baby rabbit?”
1. Tell about the “little lass
Who sat on the grass,
Eating her bread and milk.”
2. “There came a big rabbit,
Who said, ‘Let me have it.
I like to eat bread and milk.’”
1. Tell what playthings Baby had
on “Birthday Morning.”
2. Baby had three houses.
Baby had a little horse.
Baby had a little cart.
And he had some pretty flowers.



CAN'T YOU TALK?

Holmes

CAN'T YOU TALK?

I know a baby boy.

I know a big, big dog.

And I know a little cat.

Here is the picture of them all.

The baby has just learned to talk.

He likes to talk.

He talks and talks all day.

He talks to the big dog.
But the dog will not talk to him.
The dog just says, "Bow-wow."
The dog plays with the baby.
He likes the baby.
I know he does.
But he will not talk to him.
One day the baby said,
 "You are a good dog.
 I like to play with you.
 But why don't you talk?
 You just say, 'Bow-wow.'
 Can't you talk, big dog?
 Tell me, can't you talk?"
And what do you think
 the dog said?
The dog said, "Bow-wow."
And the cat said, "Meow, meow."

THE DUTCH GIRL AND HER CAT.

Do you know this little girl?

I will tell you about her.

She is a Dutch girl.

She lives in Holland.

Holland is far, far away.

Dutch boys and girls
live in Holland.

They all talk Dutch.

You think it is queer to talk Dutch.

They think it is queer to talk
as we do.

See this little girl's cap.

See her queer shoes.

They are wooden shoes.

See her cat.

It is a Dutch cat.

She likes her Dutch cat.

I know she does.



DUTCH GIRL AND HER CAT

Hoecker

I AM A LITTLE DUTCH GIRL.

I am a little Dutch girl,

My home is far away.

If you will come to see me,

We will play and play and play.

We will go into the garden

And hide behind the flowers.

We will put on mother's wooden
shoes

And play that they are ours.

We will go into the meadow

To see them make the hay.

Oh, if you will come to see me,

We will play and play and play.



A DUTCH MAIDEN

H. von Bartels

DOLLY'S RIDE.

Just see our boat!

It is a sailboat.

It is a good boat.

Don't you think so?

It is father's big, wooden shoe.

Just see the sail!

The wind will blow on the sail.

Then the boat will go.

And Dolly can have a ride.

Dolly likes to ride in our boat.

Dolly likes to ride on the water.

Oh, dear! The wind does not blow.

The boat will not go.

Dolly cannot have a ride.

Brother will make the wind blow.

He can make the boat go.

Now Dolly is having a good ride.



A FAIR WIND

Raupp

HELPING FATHER.

Once there was a little girl.
She was a little Dutch girl.
She lived in Holland.

Her father had a big boat.
It was a sailboat.

One day her father said,

“Come, little girl.

I am going out on the water.

I am going out on the ocean.

I am going in the big boat.

Will you go with me?

You can help me if you will go.

There is no wind to-day.

So we cannot sail in our boat.

We shall have to row it.

You can help me row.

Come, little girl.

Will you go?”



A HELPING HAND

Renouf

Here we are in our big boat.
We are on the big, big ocean.
Other boats are on the ocean, too.
Can you see them?
They are sailing away, away.
We are not going very far away.
I am helping father row the boat.
He likes to have me help.
I like to row.



THE WOLFHOUND

Potter

THE DUTCH DOG.

Bow-wow, bow-wow!

Do you want to know who I am?

Do you want to know where I live?

I will tell you. I am a Dutch dog.

I live in Holland. This is my house.

I play with the Dutch children.

We have good times in Holland.

Bow-wow, bow-wow!

THE DUTCH BOYS AND GIRLS.

1. Where is Holland?
2. Holland is far, far away.
It is on the other side
of the ocean.
1. Who live in Holland?
2. Dutch children live in Holland.
1. Do they talk as you do?
2. No, they talk Dutch.
1. What do Dutch girls wear?
2. They wear queer little caps.
They wear big, wooden shoes.
1. Tell what Dutch children do.
2. Dutch boys make sailboats
of the wooden shoes.
They sail them on the water.
2. Dutch girls make flower
gardens.
Dutch children all go to school.



THE HAYMAKERS

Duprè

A MEADOW IN FRANCE.

“Willie boy, Willie boy,
where are you going?
I will go with you, if I may.”
“I am going to the meadow
to see them a-mowing.
I am going to see them make hay.”

MOWING THE GRASS.

Here is a meadow in France.
France is on the other side
of the ocean.

It is not far from Holland.

Here are two French men.

And here is a French woman.

They are making hay.

The men are mowing the grass.

Just see them work!

The woman has been working, too.

Now she is resting.

She is eating something.

Do you see her basket?

It is on the grass.

What a big meadow this is!

There are trees on the other side
of the meadow.

Can you see them?



TOSSING THE HAY

Dupré

MAKING THE HAY.

The woman is tossing grass now.
The man is tossing grass, too.
They toss it to make it dry.
The sun helps to dry the grass.
The wind helps to dry it.
When grass is very dry it is hay.



HAYMAKERS' REST
RESTING.

Dupré

Here are the haymakers again.
They have worked all the morning.
Now they are resting.
They will soon go to work again.
The sun is shining.
The grass is getting dry.
It will soon be hay.



THE HAY HARVEST

Dupré

THE HAY-CART HAS COME.

The hay-cart has come.
Four horses are drawing the cart.
Two horses are white.
And two horses are black.
The haymakers are working fast.
They are not resting now.
They will put the hay on the cart,

ABOUT THE PICTURE.

Do you like the last picture?

Look at it a long time.

Tell all you see in it.

What are the man and woman
doing?

Do you see other haymakers?

Where are they?

What are they doing?

How many horses do you see?

What color are the horses?

Are there trees on the meadow?

Are there clouds in the sky?

Is the sun shining?

Why do you think so?

What time of day do you think
it is?

Do you think the grass is dry?

Is it grass or hay now?

THE BALLOON.

“What’s the news of the day,
Good neighbor, I pray?”

“They say the balloon
Is gone up to the moon!”

Some other haymakers have come.
Just see them!

They are not working at all.
They are looking up at the sky.
They are saying something.

They are saying, “Look! Look!

Do you know the news?

Oh, do you know the news?

Look up at the sky.

See the balloon.

It has gone up to the moon.

How will it get down again?

Oh, how will it get down?”



THE BALLOON

Dupré

IT IS GOING TO RAIN.

How black the clouds are!

How the wind blows!

It is going to rain.

It is going to rain very soon.

The haymakers are working fast.

Just see them!

They see the black clouds.

They say, "Work fast! Work fast!"

We cannot rest now.

It is going to rain.

We shall get wet.

Our hay will get wet.

Our horses will get wet.

The balloon will get wet.

Oh, where is the balloon?

Has it gone up to the moon?

How the wind blows!

It is going to rain very soon."



HAYING TIME

Dupré

“We do not want our hay
to get wet.

We have worked in the meadow
all day to make it.

The sun and wind have dried it.
We must put it in the barn.

Then the rain may come as fast
as it wants to.

Then the wind may blow.”

WHO PAINTED THE PICTURES?

Look at the last six pictures
again.

Do you know who painted them?

Yes, it was Julien Dupré.

That is a queer name, isn't it?

Can you find his name?

It is on all of his pictures.

Julien Dupré was a Frenchman.

He lived in France.

He loved the French men.

He loved the French women.

He loved the French children.

He liked to paint pictures of them.

He liked to paint them at work.

He liked to paint big meadows.

He liked to paint the clouds.

He liked to paint the sunshine.

Do you like his pictures?

ABOUT THE LAST SIX PICTURES.

1. Look at the picture on page 68.
What are the haymakers doing?
2. Look at the picture on page 70.
Tell how they make hay.
3. Look at the picture on page 71.
What color is the grass?
What color is the sky?
4. Look at the picture on page 72.
Put your hand over one side of
the picture. What do you see?
Put your hand over the other
side of the picture.
What do you see?
5. Look at the picture on page 75.
What do the haymakers see?
What is a balloon?
6. Look at the picture on page 77.
Do you like this picture?
Tell all you can about it.

FEEDING HER BIRDS.

Here are three little French girls.
And here is their mother.
Their mother is talking to them.
This is what she is saying:

“Come here, little birds,
You dear little birds;
Sit here in a row,
In the doorway, just so.
Your mother will feed you,
As mother birds do.

Sit still, little birds,
You dear little birds;
Sit still as a mouse,
In the door of your house.
Now which shall it be,
One, two, or three?”



FEEDING HER BIRDS

Millet

ABOUT THE PICTURE.

Look at the last picture again.

Whom do you see in it?

Where are the little girls sitting?

What is their mother doing?

What is the cat doing?

What is the hen doing?

What do you think the hen wants?

What has one little girl

in her hand?

Do you wear caps like theirs?

Do you wear shoes like theirs?

What is their mother saying?

Which is she feeding?

Is it morning or evening?

Good night, little girls.

You will go to sleep soon.

Good night, little One, Two,
and Three.



WOMAN SEWING BY LAMPLIGHT *Millet*

GOOD NIGHT.

Good night, Baby, good night.
Mother is here by your side.
Mother will work, Baby may sleep.
Good night, Baby, good night.

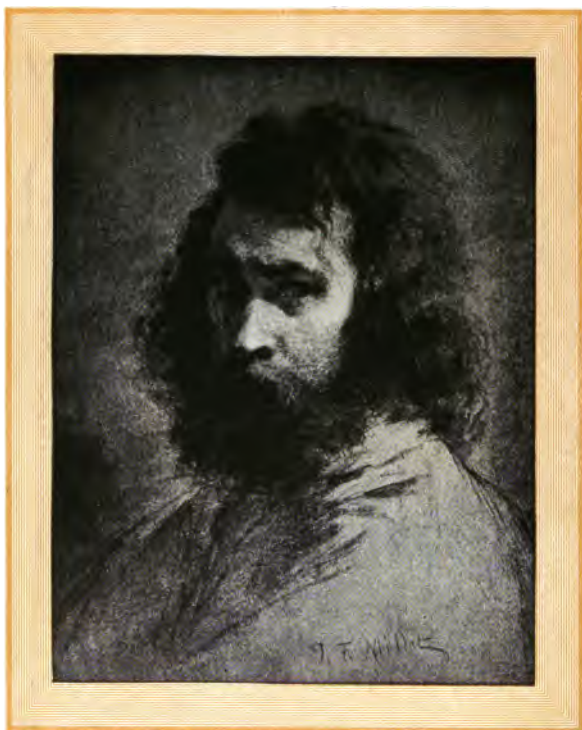
FEEDING THE HENS.

The night is all gone.
It is morning.
The sun is shining.
The birds are singing.
The baby is happy.
Just see him in the doorway.
His mother is feeding the hens.
Can you see what she feeds them?
What do you think it is?
Some of the hens are eating.
And some are running.
They all want something to eat.
How fast they run!
Do you see the garden?
I think the hens have been
 in the garden.
I think the baby will play
 in the garden.



FEEDING THE HENS

Millet



MILLET

By himself

MILLET.

Do you like the last three pictures?

A Frenchman painted them.

His name was Millet.

This is his picture.

He was once a little boy like you.

Millet had eight brothers
and sisters.

He was the big brother.

So he had to work.

He worked in the garden.

He helped his father make hay.

He helped his mother, too.

He helped her feed the hens.

He helped her wash the clothes.

Millet liked to work.

He liked to go to school.

And he liked to draw pictures.

He drew pictures of his lambs.

He drew pictures of his father.

He drew pictures of the children.

Then he learned to paint beautiful
big pictures.

He painted a long, long time.

He painted the things he loved.

WASHING IN THE RIVER.

Here is another French woman.
She has been washing her clothes
in the river.

Other women are washing, too.
Some are in the little house.
Do you see them?

Some are on the other side of
the river.

Some are putting their clothes
on the trees.

The clothes will dry on the trees.
The sun and wind will dry them.

This woman has worked fast.

Her clothes are all dry.

They are in the basket.

She is going home now.

Her home is away on the hill.

It will soon be evening.



THE WASHERWOMAN

Breton

ABOUT THE LAST FIVE PICTURES.

1. Look at the picture on page 81.
Whom do you see in it?
What are they all doing?
2. Look at the picture on page 83.
What is the baby doing?
Why is the mother working?
3. Look at the picture on page 85.
Tell all you can about this
picture.
4. Look at the picture on page 86.
Tell all you know about Millet.
5. Look at the picture on page 89.
How many little pictures
do you see in this big one?
What are all the women doing?
Do you see meadows or hills
in the picture?



ON THE BEACH

Meyer von Bremen

PLAYING BY THE OCEAN.
Go on, John! Go on, Willie!
Make us ride fast.
Make us go as fast
as the sailboats go.
How do you like to be horses?
We think you are good horses.
We like to ride in your cart.
We like to ride by the ocean.

WHAT MOTHER HAD.

The children played and played.
At last they ran home.

They said, "We will see if mother
has come.

She has been gone all day."

"I see her," cried May.

"She has something in her hand.
It looks like a basket."

"Oh, mother!" cried Mary.

"What have you? What have
you? Do let us see!"

Then their mother let them look.
And what do you think they saw?
Yes, they saw a beautiful bird.
It was in a little bird house.
It was their bird.
It had come to live with them.
Their mother said so.



Meyer von Bremen
SEE WHAT MOTHER HAS BROUGHT HOME

THE RAINY DAY.

One day it was raining very fast.
The grass was very wet.
The children had to play
in the house.

“What shall we do?” said Mary.

“We cannot go out of doors.
What shall we do all day?”

“I know,” cried Willie.

“We can play with our bird.”

“Oh, yes! Oh, yes!” cried May.

“Just see him hop about!

He is not happy in his house.

He wants to come out.

He wants to play with us.

He will sing for us.

Let us open the door.

You will not go away,
will you, little bird?”



THE PET BIRD

Meyer von Bremen

Then John opened the little door.
Out hopped the bird.

He hopped up on John's hand.

He looked this way

and he looked that way.

"He wants something to eat,"
said John.

"Here is some bread, little bird.
Eat it and then sing for us."

The children did not see
that the clouds had gone.

They did not see that the sun
was shining.

But the little bird saw.

He saw the open window.

He saw the sunshine and away
he flew.

He flew and he flew and he flew.
He flew to a big tree.

Then how he did sing!
He was singing for the children.
I think he wanted to say,
 “I like you, Willie.
 I like you, John.
 I like you, Mary and May.
 But I like the trees.
 I like the flowers.
 And I like the sunshine, too.”

“Once I saw a little bird
 Come hop, hop, hop;
So I cried, ‘Little bird,
 Will you stop, stop, stop?’
And was going to the window
 To say, ‘How do you do?’
But he shook his little tail,
 And far away he flew.”

A LITTLE BOY AND HIS LAMB.

Here is a picture of a little boy
and his lamb.

He is a beautiful boy.

Don't you think so?

He is a good boy.

He likes the birds.

He likes the flowers.

He likes the trees.

And he likes his lamb.

The lamb likes the little boy, too.

They play all day.

They like to play out of doors.

The boy does not wear clothes
like yours.

He wears a little skin coat.

It is a queer little coat.

But the little boy likes it.

You will see his picture again.



ST. JOHN AND THE LAMB

Murillo

AT PLAY.

Here is another picture of the
little boy and his lamb.

A little friend is with them now.
I think they have been running.
They have been having a good
time. Now they are resting.
The little friend has found some
water.

He is giving some to the other
little boy to drink.

Can you see what the boy
is drinking from?

Yes, he is drinking from a shell.
That is why the picture is named
"The Children of the Shell."

Tell all you see in the picture.
Do you see the sun going down?
It will soon be evening.



CHILDREN OF THE SHELL

Murillo

The children will run home fast.
They are happy little children.
Many people think that no other
picture of children is so beautiful
as this.

Do you like it?

Do you know who painted it?

AT HOME.

The two little friends
are at home now.

They are very happy.

I think the mother is happy, too.

Don't you think so?

The boys have had a good time
all day.

They have run over the hills.

They have played in the meadows.

They have found water to drink.

And they have rested by the trees.

The little lamb has played
with them all day.

I think it is evening now.

The sun has gone down.

The boys will soon go to sleep.

Good night, little friends,
good night.



MADONNA OF THE CHAIR.

Raphael

Good night, little friends, good night.

Sleep sweet till morning light.

And wake to meet the coming day,

With love and laughter and with play.

Memory Selections.

1.

One day I went walking,
And what did I see?
A butterfly chasing
A big bumblebee!

When tired of tagging,
They played hide and seek,
And like little children,
Played peek-a-boo, peek!
Wilhelmina Seegmiller.

2.

In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Wake!" said the sunshine,
"And creep to the light!"
"Wake!" said the voice
Of the raindrops bright.

The little plant heard
And it rose to see
What the wonderful
Outside world might be.
Kate Louise Brown.

3.

Hush-a-bye, baby,
On the tree-top,
When the wind blows
The cradle will rock;
When the bough breaks
The cradle will fall,
Down will come baby,
Bough, cradle and all.

4.

'Tis raining, 'tis raining,
'Twill wake up the flowers,
And then they'll say "Thank you
For sunshine and showers."

5.

"Mistress Mary, quite contrary,
How does your garden grow?"
"With silver bells and cockle
shells
And pretty maids all in a row."

6.

Come see my small garden!
How sweetly they grow,
My five little flowers,
All in a row.
The rose and the tulip, the lily
so tall,
The daisy and violet, smallest
of all.
My flowers are thirsty, so now
I will bring
A drink of cold water for each
little thing.

7.

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.

Oh, care for the gardens,
Guard, guard them from weeds,
Fill, fill them with blossoms,
Kind words and good deeds.

8.

Down falls the pleasant rain
To water thirsty flowers;
Then shines the sun again,
To cheer this earth of ours.

If it were always rain
The flowers would be drowned.
If it were always sun,
No flowers would be found.

9.

"How many miles to Baby-land?"

"Any one can tell;
Up one flight,
To your right;
Please to ring the bell."

"What can you see in Babyland?"

"Little folks in white,
Downy heads,
Cradle beds,
Faces pure and bright!"

"What do they do in Baby-land?"

"Dream and wake and play,
Laugh and crow,
Shout and grow;
Jolly times have they."

"What do they say in Baby-land?"

"Why, the oddest things;
Might as well
Try to tell
What a birdie sings?"

"Who is the queen of Baby-land?"

"Mother, kind and sweet;
And her love,
Born above,
Guides the little feet."

George Cooper.

10.

The birdie has gone to its nest,
And baby must go to her bed,
For the sun has sunk down in
the west
In curtains of purple and red.

Yes, this is the end of the day;
The lambs are asleep in the
dew;
So baby must leave off her play,
And go to her little bed, too.

11.

Where does the light go
When mother blows it out?
Off to the fairies' land,
To see what they're about.
Some are making courtesies,
Some are making pies;
Some are making veils of down,
To cover baby's eyes.

Bertha E. Bush.

12.

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came up,
Till it could come no more.

Robert Louis Stevenson.

13.

Little boy blue, come blow your
horn,
The sheep's in the meadow, the
cow's in the corn.
Where's the boy that looks after
the sheep?
He's under the haystack, fast
asleep.
Will you wake him? No, not I;
For if I do, he'll be sure to cry.

14.

Twinkle, twinkle, little star;
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky!

When the glorious sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, twinkle, all the night.

Jane Taylor.

ABOUT THE BOOK.

IT has come to be the accepted thing for School Readers to be based on the lives of great writers and selections from their works, accompanied by portraits of authors and pictures of their homes. The emphasis is being rightly placed on "literature." This much is a distinct gain. Literature and art, however, have been so intimately related through so many centuries and by so many peoples, that it is surprising that they have not been more closely related in education. To teach a child to interpret and appreciate good art is quite as desirable as to teach him to read and enjoy good literature.

"The Art-Literature Readers" represent an attempt to relate art and literature in a series of graded Readers for school use. The basis of the series is a collection of the choicest literature, the gathering of which has occupied several years of painstaking search. The effort has been to discover in the works of the best writers selections that are literary units, and which possess distinct dramatic and inspirational qualities. Selections that have not been used in innumerable readers have been given the preference. These selections are accompanied by anecdotal biographical sketches and portraits of the leading authors. It is hoped that as literary readers they will be found to possess freshness and the power to hold the child's interest.

The distinguishing feature of the series, however, is the introduction of portraits and biographical sketches of artists with reproductions of their most famous works. Beginning with Book II., the leading artists of the different "schools" are taken up, so that the child completing the series in the eighth grade will have some definite information regarding the characteristics of the various "schools" and the artists of the different nations.

In the "Art-Literature Primer" the purpose has been to present pictures dealing with child life and children's pets, with text drawn from them and presented in such a way as to retain the interest and give training in natural expression. The colloquial form has been retained wherever possible in the belief that the chief end of oral reading is to make children read as they talk. Wherever possible each line is either a complete sentence or a complete phrase. The Primer contains nearly 6,000 words of reading matter, with a vocabulary of only 258 words. In place of distributing the memory selections through the book to interrupt the interest of the child, they have been placed at the back of the book for the teacher's use.

The author is indebted to Miss Sarah E. Griswold, *Training Teacher in the Chicago Normal School*, and to Mr. J. B. Monlux, *Assistant Superintendent of Schools, Los Angeles, California*, for valuable criticism of both the text and the Suggestions to Teachers.

E. O. G.

Chicago, June 4, 1904.

SUGGESTIONS TO TEACHERS.

THE following suggestions may be of assistance to teachers in enlarging the work outlined in the lessons of this book and in making the picture study, as well as the selections at the back of the book, of greater value.

Before reading the lesson for the day, a few minutes should be spent in talking about the picture upon which the lesson is based. It is advisable to dwell chiefly upon the story which the picture tells, encouraging the children to express in their own words what they see in the picture. This will stimulate their imagination and teach them to observe carefully. Much confidence and freedom of expression are sure to follow. With tactful questioning, while talking about the picture, the teacher can lead the children to use many of the words which occur in the written story, especially those which are used for the first time and which may be new to them. These may be written on the blackboard so that the children will become familiar with them, thus making the first reading of the story easy and pleasant. The title of the picture and the name of the artist should be learned whenever practicable, and gradually, as the class progresses, a simple method of picture study may be pursued, which will prepare the children for the more careful study required in the higher books of this series.

The selections at the back of the book should be read frequently to the children or memorized by them in connection with the lessons to which they are most appropriate.

SPECIAL SUGGESTIONS.

Pages 6-17. In this group of lessons, each picture should be talked about and the children encouraged to tell of their own pets. Words and sentences should be written on the board, so as to familiarize the children with the vocabulary of the text.

Pages 18-35. In studying these lessons, great care should be taken that the children get the *thought* of the whole sentence before attempting to read it aloud. If this is done, smooth, fluent expression, with suitable emphasis and voice inflection, come as naturally as in speaking and the formation of bad habits of expression is avoided.

Pages 36-45. The first two lessons in this group may interest the children in the alphabet, which it is well for them to learn. The picture story, however, should receive the emphasis.

Pages 46-57. If possible, give the children an opportunity to see a live rabbit before reading these lessons, letting them observe its habits and telling them something about its life. Lead them to notice the sunshine and shadows in the pictures, also the time of year represented. The review lesson on page 55 may be read as dialogue.

Pages 58-67. Before studying these lessons the teacher should tell the children about Holland and the quaint but sturdy Dutch people, and read to them parts of "Hans Brinker" by Mary Mapes Dodge, or some of the stories from "The Land of Pluck" by the same author. The children should be made to realize that they are reading about other real children who play and work just as they do.

Pages 68-79. Prepare the children for the study of these lessons as for the previous group, by telling them of the life of the French peasants and of Julien Dupré, the artist who painted so many pictures of them.

Ask questions about the pictures similar to the following: Look long at the picture on page 75. What is the name of the picture? Why was it given this name? Whom do you see in the picture? Where do they live? What have they been doing? What are they doing now? Who saw the balloon first? Why do you think so? Do you see the sunshine? Do you see the shadows? What time of the year is it? Are the haymakers nearly through with their work? Would the picture be as beautiful without the hills and trees? Do you like this picture? Can you tell why you like it? Who painted it?

Before taking up the review lesson on page 79, each child should be given one of the pictures referred to to study and be ready to tell all he can about it to the class.

Pages 80-90. This group continues the pictures and stories of French peasants. The boyhood of Millet and his first attempts at drawing can be made very interesting to the children. For information on his life see "Jean François Millet, Peasant and Painter," by Sensier, also "Painters of Barbizon," Vol. I (Great Artists Series). Have before the class reproductions of several of Millet's pictures for the children to study and talk about. The review lesson on page 90 should be treated as was the one on page 79.

Pages 91-97. These pictures should be studied until the thought of each story is worked out, when the reading will be full of animation, the spirit of the story controlling the expression. After reading, the children may be allowed to tell the complete story in their own words.

Pages 98-103. If possible, show the children reproductions of other pictures by these artists. If this group of lessons is read near the Christmas season, penny copies of the pictures studied, suitably mounted, form pretty Christmas cards.

When the work of the book is completed, some time might be profitably spent in having each child tell which picture in the book he likes best, why he likes it, and the name of the artist. A reproduction of the picture chosen, mounted on a mat ready for hanging at home, will be a pleasant reminder of the child's first reading book. The children's comments on the pictures, memorized selections, and suitable songs might form an interesting special exercise.

THE GUIDE TO PRONUNCIATION

The following key explains the symbols which are used to indicate the pronunciation of the words in the vocabulary of this Primer. It is based upon the latest edition of Webster's International Dictionary.

ă as in <i>ă</i> te	l as in <i>l</i> oe	ŷ as in <i>ba'ŷy</i>
â as in <i>pref'ă</i> ce	l as in <i>l</i> t	ō as in <i>mō</i> n
ā as in <i>ă</i> dd	ō as in <i>ō</i> ld	ō as in <i>gō</i> od
ā as in <i>ă</i> ir	ō as in <i>ō</i> bey'	ou as in <i>ou</i> t
ā as in <i>ă</i> sk	ō as in <i>nō</i> t	th as in <i>this</i>
ā as in <i>fă</i> r	ō as in <i>lō</i> rd	u=ng as in <i>in</i> k
ā as in <i>ă</i> ll	ū as in <i>ū</i> se	' for voice glide,
ē as in <i>ē</i> at	ū as in <i>ū</i> nite'	as in <i>ea</i> ten (et'n)
ē as in <i>ē</i> vent'	ū as in <i>ū</i> p	
ē=ā as in <i>thē</i> ro	ū as in <i>bū</i> rn	
ō as in <i>hē</i> r	ū as in <i>full</i>	

Silent letters are italicized. Certain vowels, as *a* and *e*, when obscured, are also italicized.

THE WORD LIST

6	11	17	22
thrēe	can (kān)	(Review)	chick'ēn
lit'tle (t'l)	mē		how (hou)
kit'ten (t'n)	12	18	five
one (wūn)	pēek'-ă-bōō'	my (mi)	six (siks)
two (tōo)	mother (mūth'ēr)	dōg	ă wăy'
sēe	find	like	tōo
7	13	19	23
săy	what (hwōt)	bow-wow (bou'-wou')	hēre
meow (mē ou')	do (dōo)	gōōd	
rūn	14	20	24
plăy	ăm	chēr'rŷ	is (iz)
8	hld'ing	girl (gērl)	it
thē	bē'hind'	ripe	brother (brūth'ēr)
būt'tēr fly (flī')	chă'ir	who (hōo')	wănt
wē	thēre	will	to (tōo)
come (kūm)	16	buy (bi)	said (sēd)
nō	10	21	25
four	băll	hăve	something
scamp (skămp)	gō	know (nō)	(sūm'thing)
ăre	ūp		queer (kwēr)
you (u)	down (doun)		nōt
	ănd		

26
boy (boi)
toad
they (tha)
think
with

29
bird (bêrd)
flower (flou'êr)
in
tree
house

30
bă'by
nest
shê
êat
chêep

32
(Review)

34
picture (pik'tôr)
has (hâz)
hê
another (ân'uth'er)
fôr

35
look
(Review)

37
lêarn
this
dear
when (hwên)
shâll
all

38
thât
school (skool)
dôn't
does (dâz)

39
âbout
fă'thêr
hêr
live
fâr

41
which (hwich)
hând
time
têll

42
jüst
ôh
sô
lêtt

43
lâst
been (bîn)
mâkes
sûn'shine'
win'dow

44
of (ov)
(Review)

45
(Review)

47
răb'bits
ât
big
sis'têr

48
again (â'gên')
bâs'kêtt
thêm
where (hwêr)
other (uth'er)

49
brêad
grâss

50
was (wôz)
lâss
săt
ôn
milk

52
môrn'ing
birthday (bêrth'da')
now (nou)
frôm
hôrse
cart (kărt)

54
lông
hômê
sûn
shin'ing

55
hăd
(Review)

56
can't (kăn't)
tălk
cat (kăt)
dây

57
bût
him
why (hwî)

58
Dutch
Hôl'land
as (ăz)
cap (kăp)
shoe (shoo)
wood'en ('n)

60
if
găr'den (d'n)
put
ours (ourz)
mêad'ow
hăy

62
săfl'bôat
wind
blôw
thên
Dôl'ly
ride
wạ' tər

64
onco (wûns)
hêlp'ing
out
ocean (ô'shan)
rôw

65
vêr y

66
chil'drên

67
side
weâr
(Review)

68
France (Frâns)
Wil'lie
măy
ă'-môw'ing

69
French
mên
women (wim'en)
work (wûrk)
rêst'ing

70
tôas'ing
dry (dri)

71
hăy'măk'ers (êrz)
sôon
gêt ting
bê

72
draw'ing
white (hwit)
black
fast

73
many (mën'y)
color (kul'er)
clouds (klouds)
sky (ski)
ôr

74
băl lōōn'
news (nūz)
neighbor (nā'ber)
prāy
gōne
mōōn

76
rāin
wēt

77
müst
bärn

78
pāint'ed
Julien Dupré
(Zhü'le än' Dū-prā')
yēs
nāme
his (hiz)
loved (lūvd)

79
pāge
ō'vēr
(Review)

80
fēd'ing
their (thār)
sit
dōor'wāy'
still
mouse

82
hen (hēn)
evening (ē'v'n-ing)
night
slēep

83
by (bi)

84
sing'ing
hāp'p'y

86
Millet (Mē ya')

87
eight (āt)
wash (wōsh)
clothes (klōthz)
lāmb
beautiful (bū'ti fūl)

88
riv'ēr
hill

90
(Review)

91
Jōhn
ūs

92
cried (krīd)
Mā'r'y
sāw

94
hōp
ō'pēn

96
did
flew (flū)

97
stōp
shōōk
tāil

98
skin
coat (kot)

100
friēnd
found
drink
shēll

101
pēo'ple (p'l)

102
(Review)

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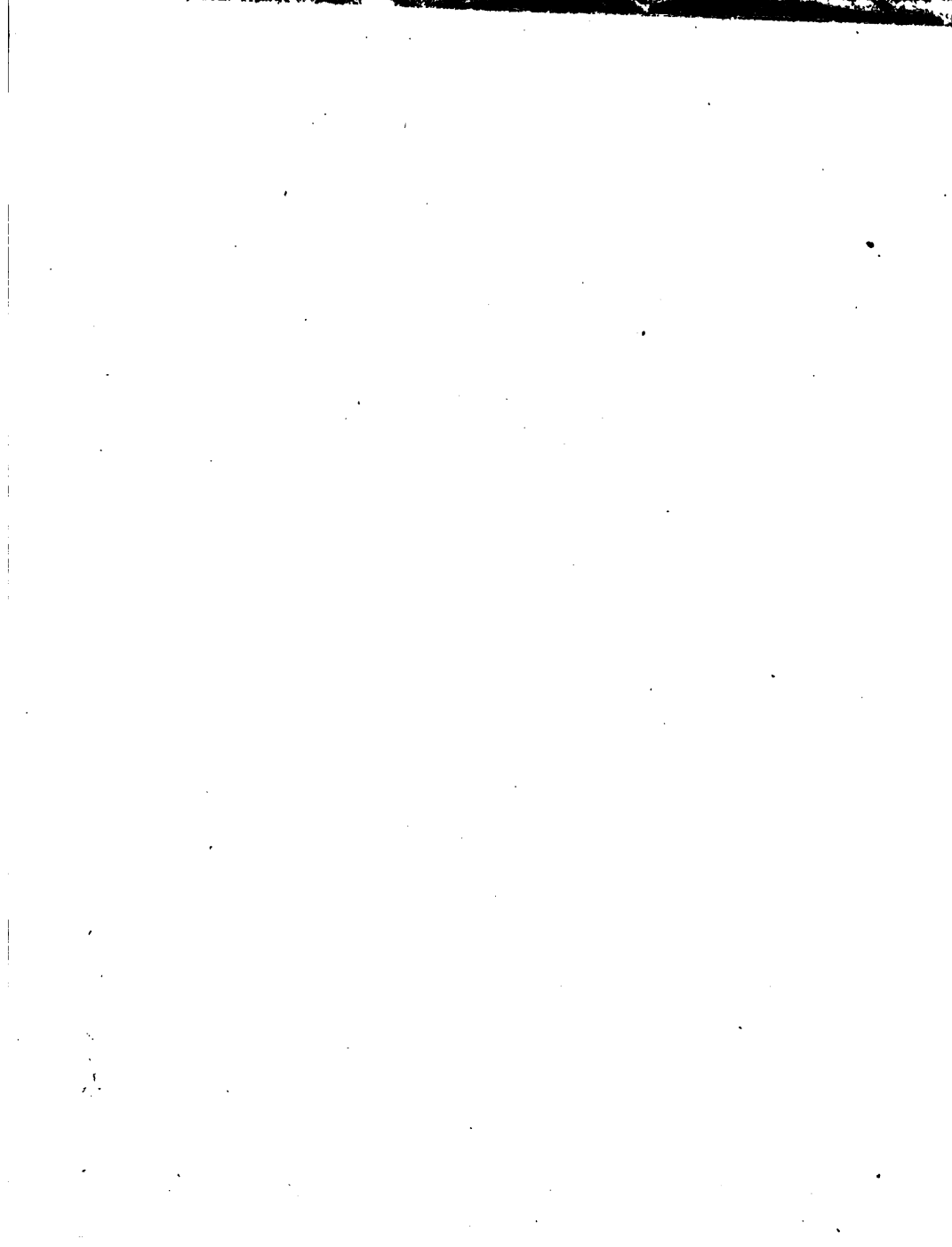
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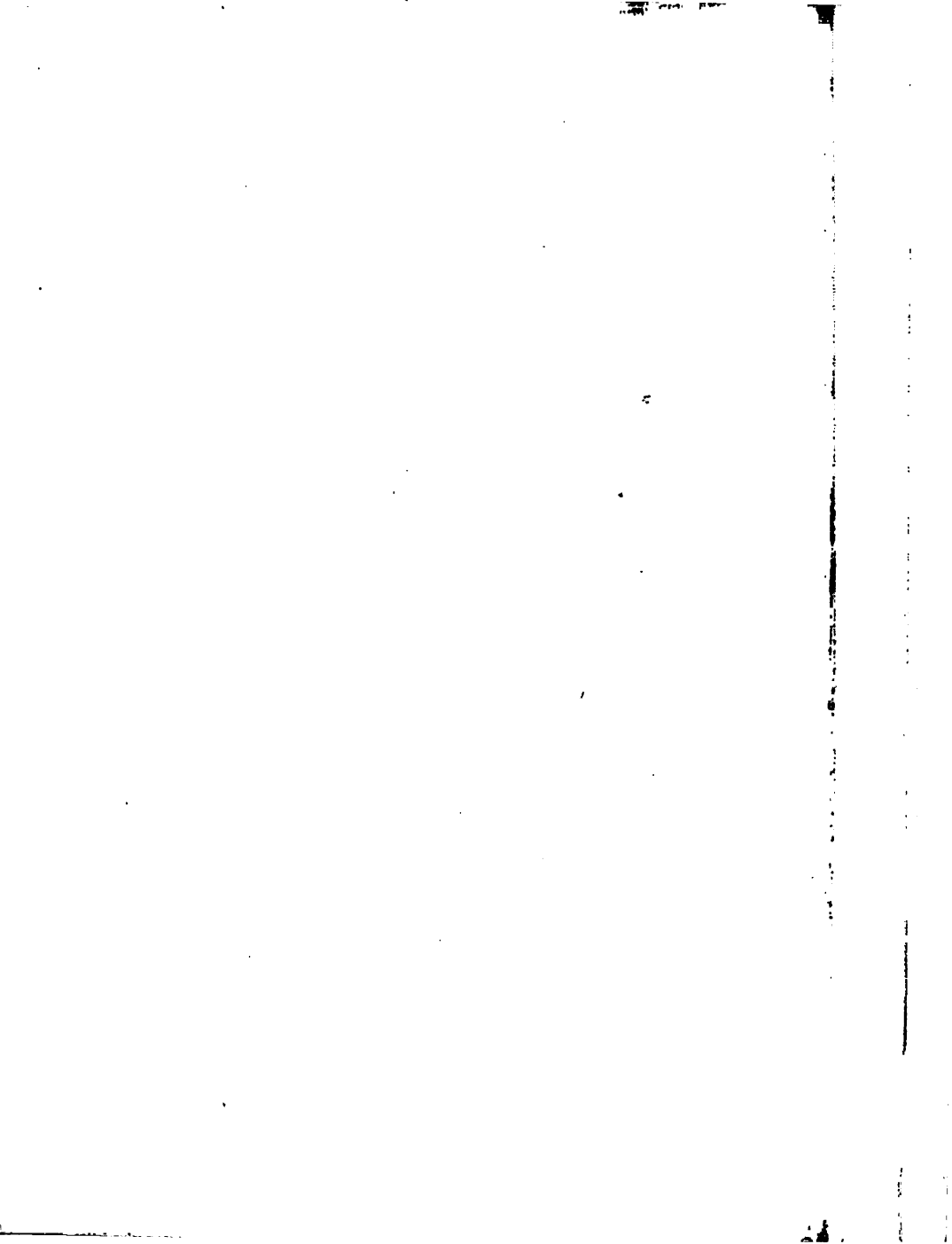
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